

The Shake Up

Community Panel
Report 2022

Prepared by The20



THE SHAKE UP SO FAR

A quick summary from The20

The background

A few years ago the University of Tasmania decided to move the majority of its presence in southern Tasmania into the Hobart CBD. They did this for a number of reasons, although they can all be summed up in one word: opportunity.

By consolidating its operations in the the city, the University felt it could unlock the best opportunities for the biggest range of Tasmanians, and provide better access to tertiary education for as many Tasmanians as possible.

The University had engaged with the community previously. There was an Appreciative Inquiry Summit, an open consultation room at the Uni, and the public was given access to the development of the Urban Design Framework. But the results of this consultation didn't permeate into the public consciousness very well. Many members of the community came to feel that the Uni was simply upping sticks and plonking itself into the heart of Hobart.

Perhaps inevitably, a lot of people were upset with this news. They worried that it would negatively impact traffic and congestion, or drastically change the landscape and culture of the city. They were also worried about what would happen to the Sandy Bay campus — a much-loved place for many people who'd been involved with the Uni over the years.

As the University progressed with its plans to move into the city, things got a bit heated. Discussions became arguments, and common ground became hard to find. It was clear that a circuit-breaker was needed.

So The Shake Up was born.

What on earth is The Shake Up?

It's a group of Tasmanians who've come together as a community panel to influence the Uni's move into the city by providing their feedback, insights and expertise. Their goal is to help the Uni make the best move possible.

Who's part of it?

The vast majority of the 63 members of The Shake Up were recruited by EMRS, an independent Hobart-based organisation. They're all members of these seven groups: business owners, city workers, Uni students, current Year 10/11/12 students, parents of current Year 10/11/12 students, residents of Greater Hobart, and Uni staff.

These groups were all diverse, capturing people from all walks of life within those groups. There was also an eighth group, made up of people directly recruited by the Uni. This was done to include people with strong views about the move — both for and against — but who didn't meet the profile of the above groups. Members of the Save UTAS Campus group were invited to be part of this group, but they largely declined.

What have they been doing?

So far, The Shake Up Community Panel has undertaken a range of activities designed to give every member a meaningful chance to contribute their views. These have included face-to-face workshops, online discussions and site visits with experts. All of these activities were facilitated by The20, an independent Tasmanian communications agency. The20 reported the nature and results of these activities and discussions back to the University, and these were shared publicly on The Shake Up website.

Where are we at in the process?



How did these activities work?

At the first session, which was a face-to-face workshop, the panel members were asked to think big about the future of Hobart. They decided that they want Hobart to be a vibrant and welcoming space, where people are happy and have lots of places to spend time together. They want its culture to be a rich one, with all the music, arts and events that any great city has. They want its services to be top-notch, and they want decisions made about the city to be transparent and accountable. They want less emissions and traffic, and more public transport. Most of all, they want to be proud to call Hobart home.

The panel then discussed how the Uni's move could help make all these things come true. That discussion continued online and face-to-face across sessions two and three, and resulted in six major themes being identified as vital to the success of the city campus.

Student experience and connection

Students need to be the primary focus of everything the Uni does. It's that simple. Every experience they have at the University — educational, cultural, social and more — is vital, and needs to be valued.

Staff experience and connection

Along with students, how staff experience their time at the Uni needs to be heavily prioritised. They are what make the University more than an education institution, and their lives there need to be rewarding and fulfilling. They need to feel proud to be members of the University of Tasmania.

Access

Access isn't just about ramps and walkways (although they are important). It's about creating a place where everyone, from every walk of life, feels like

they're accepted and that they belong, and that they can easily access everything the Uni has to offer.

Communications and engagement

The Uni needs to be an open and honest communicator with everyone in the community. They need to listen as well — really listen. They need to be human.

Public and active transport

Getting to and around the city campus needs to be simple and, hopefully, joyful. Public transport plays a huge role in this, as does active transport infrastructure, which includes pathways, cycling lanes and more.

Sustainability and greening

Sustainability refers to more than just the environment — it's a topic that covers everything we need to do to meet our own needs without compromising the ability of future generations to meet theirs. Greening, on the other hand, is about the conservation, restoration or creation of green infrastructure, such as trees and vegetation in and around urban areas. Both sustainability and greening have many benefits for the community and the University, such as attracting birdlife, enhancing a sense of place, connecting people to nature and creating naturally calming spaces.

In their fourth session together, the panel members delved deeper into these six themes. They created a vision statement for each and talked about what tangible actions would help bring these visions to life. They reflected again on whether these actions would help make Hobart a place they'd be proud to call home.

So what's been achieved?

Through all this work, the community panel was able to explore what the Uni needs to do to make sure the move into the city works for the whole community. They need to deliver excellent, fit-for-purpose learning and teaching facilities, and they must create a user-centric campus that puts students and staff at the heart. Zero-waste policies and an ethos of sustainability had to be embedded into every aspect of the design. They also need to work with other stakeholders to create a green corridor that connects kunanyi, the city and the campus. And perhaps most importantly, they must engage with future students from across Tasmania, including rural and remote areas.

The panel also made it clear what hasn't been working so far: the Uni's engagement with the community. At the moment, trust is thin on the ground. Put simply, the Uni needs to change how it communicates with the people of southern Tasmania. They need to shift to an ongoing form of engagement that's open-ended and collaborative. They also need to engage with staff and students to ensure the facilities they build will enable a strong campus culture to flourish.

What happens now?

With all this work done and this information passed on, the ball is now firmly in the Uni's court. On a practical level, the findings from The Shake Up will be used by the designers, architects, master planners and other professionals creating the city campus, to help better inform the briefs they're working to.

But it's also a chance for the Uni to listen to the community panel's insights, discoveries and feedback, and act positively in response to what they've learned. In many ways, this is a great opportunity for the University. With the information gathered through The Shake Up, they're armed with knowledge that will allow them to create a better campus. And thankfully, they've committed to listening.

They can create an environment that's truly people-centric, as a University campus should be. They can put sustainability at the heart of all their designs and thinking. They can start building trust with the community by communicating with them in an open, honest and collaborative way.

Vitally, they can learn from their mistakes. They've shown that they're capable of this by admitting that the street facades of the large accommodation buildings they've previously built in the city aren't right for the environment. Now, they can do this by responding to the community's views in how this new campus comes together.

We've already heard from the Uni that they're committed to making their move into the city work for the many, not the few. We're excited to see how they'll refine this move by taking on the information generated by The Shake Up Community Panel, and use it to put the students, future students and staff of the University at the heart of their plans — and, of course, the whole Tasmanian community.

The team at The20



The Shake Up

An unvarnished conversation between the Uni and the community.



The Sha Up

An unvarnished conversation between the Uni and the community.

“

Its goal is to give a wide and diverse range of Hobart voices the opportunity to provide input into the master planning work, and to help build a broader shared understanding within the community about what the University is doing as it moves its campus to the city.



A bit of background

The University of Tasmania is moving most of its southern campus into Hobart's city, consolidating the many facilities it already has in and around the city. But to make this move work for everyone, the Uni needs input from the community. They began this framework a few years ago, and that first round of community consultation led to the preparation of an Urban Design Framework for the city campus, which included a high-level preliminary master plan.

This master planning process isn't finished, however. At the moment it's very high level, and proposes a city campus that's organised into interconnected precincts with a campus heart at its centre.

Now the University is moving into its next phase by developing a more detailed master plan for both the city campus as a whole, as well as the campus heart more specifically. This next version of master planning will provide more detail about what the campus will look like, what buildings will go where, the spaces, places,

services and experiences that the campus will provide and how people will move to, from and around the campus.

Ahead of this phase, the Uni established The Shake Up Community Panel. Its goal is to give a wide and diverse range of Hobart voices the opportunity to provide input into the master planning work, and to help build a broader shared understanding within the community about what the University is doing as it moves its campus to the city.

The role of this report

This report summarises what happened during The Shake Up Community Panel process, as well as the information generated by the panel discussions, in order to help shape the University's next phase of master planning.

It provides a thorough understanding of where the community's thoughts and feelings are currently at. It also gives us all the opportunity to reflect on and refine the University's Urban Design Framework and master planning process, as well as how the University goes about its move to the city.

It also provides key conclusions and directions, taken from the discussions that occurred during The Shake Up Community Panel process, to be

used by the University and its consultants, to inform the next phase of master planning and beyond.

As the University moves through the master planning process to design, construction and ultimately the operation of the city campus, this information can be used to reflect on the move and what has been achieved.





One thing, however, is clear: the University is committed to moving to the city and creating a world class campus in Hobart. With that in mind, the discussion with the Community Panel did not focus on if the University is moving but how that move happens.

Why establish The Shake Up Community Panel?

The University established The Shake Up Community Panel to enable an unvarnished, honest and open conversation about how the University is consolidating its campus in Hobart's city, and what the best version of that move looks like.

This engagement builds on the University's previous community engagement processes that helped develop the Southern Transformation Urban Design Framework, which provides the framework for the city consolidation.

It's fair to say that there's huge interest among the Tasmanian community about the University's plans to consolidate its campus in Hobart city, with many in the community making it clear they desire having a say in whether the University should move at all.

One thing, however, is clear: the University is committed to moving to the city and creating a world class campus in Hobart. With that in mind, the discussion with the community panel did not focus on if the University is moving but how that move happens.

How was it formed?

The Shake Up Community Panel was established through a combination of a public Expression of Interest, an active recruitment process and a small number of direct invitations.

This recruitment process sought to ensure a wide variety of views and backgrounds were represented on the Community Panel. This included socio-demographic characteristics such as age, gender and ability as well as level of support, or not, for the University's move to the city.

Community Panel members were also recruited to ensure a mix of the perspectives, with the following represented on the panel:

- University students: based in southern Tasmania
- Year 10, 11 and 12 students: based in Southern Tasmania
- Business owners: mix of CBD and Southern Tasmania
- Local workers: mix of CBD and Southern Tasmania
- Parents of Year 10, 11 and 12 students: based in Southern Tasmania
- Local residents: of Greater Hobart
- University staff: mix of CBD and Sandy Bay-based
- Direct invitees.

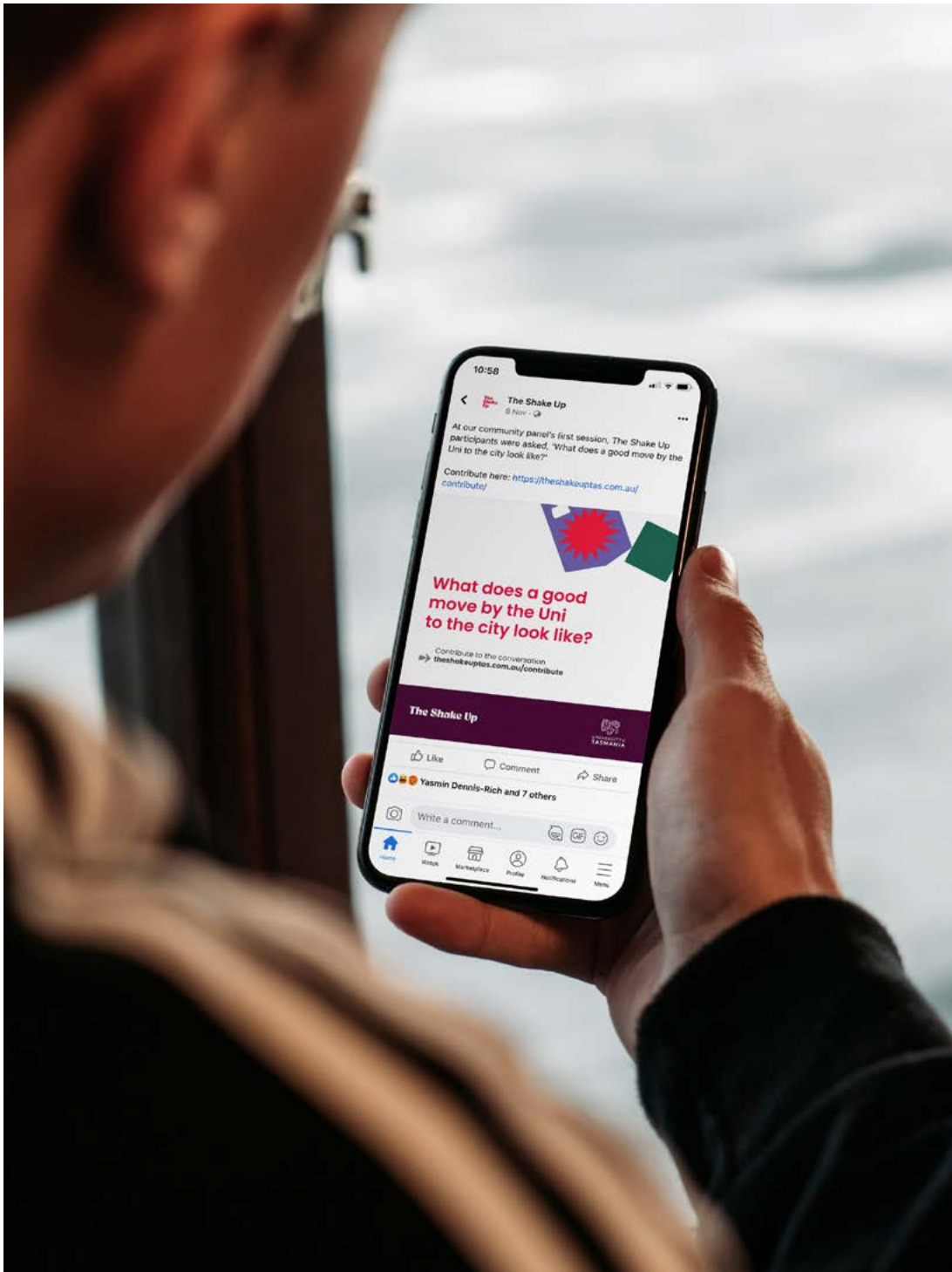


Initially, we aimed to have 80 members of The Shake Up Community Panel. But unfortunately, some members didn't pass the screening, or became unavailable due to commitments, or didn't show up to the activities. When the first session began, there were 67 members, with 63 remaining engaged throughout the process.

Community Panel members agreed to a Terms of Reference which described the Panel's purpose and members' roles and responsibilities. These members also committed to be part of the process over the course of four sessions for a set timeframe. They were reimbursed for their time.

The recruitment and careful screening of Community Panel members was undertaken by EMRS, a third party Hobart-based organisation, to ensure the integrity of the process.





How was it shared?

A dedicated website and Facebook page was established to express The Shake Up Community Panel process. With almost 10K views since September, the website continues to provide an extension to the discussions and activities that Community Panel members were involved in. Links to additional information, FAQs, profiles, and spaces to contribute to discussions around the University's move to the city, are available at theshakeuptas.com.au.

The Shake Up Community Panel was facilitated by The20, an independent Tasmanian communications agency, who provided facilitation and reporting of the Community Panel's discussions. All reporting prepared by The20 on The Shake Up Community Panel is available on the website and has been provided to the University for ongoing reference.

What did it do?

Sessions took place both in person and online between September and November.

Induction

6pm to 8pm, Friday 2 September 2022.

Read the PDF summary report of this session [here](#).

Session 1: Face-to-face workshop

9am to 4.30pm Saturday 3 September 2022.

Read the PDF summary report of this session [here](#).

View photos from this session [here](#).

Session 2: Online theme-based discussions

6pm to 7pm and 7.30pm to 8.30pm Monday 26, Wednesday 28 and Thursday 29 September 2022.

Read the PDF summary report of this session [here](#).

Session 3: Site visits and discussions with experts

4.30pm to 6.15pm, Monday 17 October, Tuesday 18 October and Wednesday 19 October.

View photos from this session [here](#).

Session 4: Face-to-face workshop session

9.30am to 4pm, Saturday 12 November 2022.

Read the PDF summary report of this session [here](#).

View photos from this session [here](#).

View videos and interviews from across The Shake Up [here](#).

“

The Shake Up Community Panel undertook a series of facilitated activities which sought to enable each member to contribute their views about how to make the University's move to the city a good one.





What happened in Session One?

The process commenced with an induction session. This provided the opportunity for Community Panel members to get to know each other, meet The Shake Up facilitators, learn about key strengths that different people bring to the process, and understand more about the role of the Community Panel and what this role looks like in action.

The key objective of this session was for Community Panel members to think big about the future of Hobart, and to explore what they would like to happen in order for the city to thrive. They were also encouraged to be unconstrained by their views about the University's move.

This enabled the Community Panel members to explore the aspects about Hobart's future which mattered most to them. This helped set the context for the Panel's future discussions about how to make the University's move to the city a good one.

During this session, the Community Panel identified a future Hobart that:

- Is happy, vibrant, welcoming, safe and inclusive
- Has a variety of spaces and places for people to connect
- Has a rich culture of music, arts, festivals and events
- Has a range of quality services, facilities and activities that meet the needs of people living, visiting and working in the city
- Produces less emissions, has less traffic congestion and provides opportunities for active and public transport
- Has green spaces that are protected and provide a connection to nature
- Has thriving businesses, skilled job opportunities and quality education
- Is well planned and a place to be proud of
- Is a place where decisions are transparent and accountable.

For more detail about what the Community Panel identified at Session One view the full summary report [here](#).

These images are indicative only and are not the property of the University.





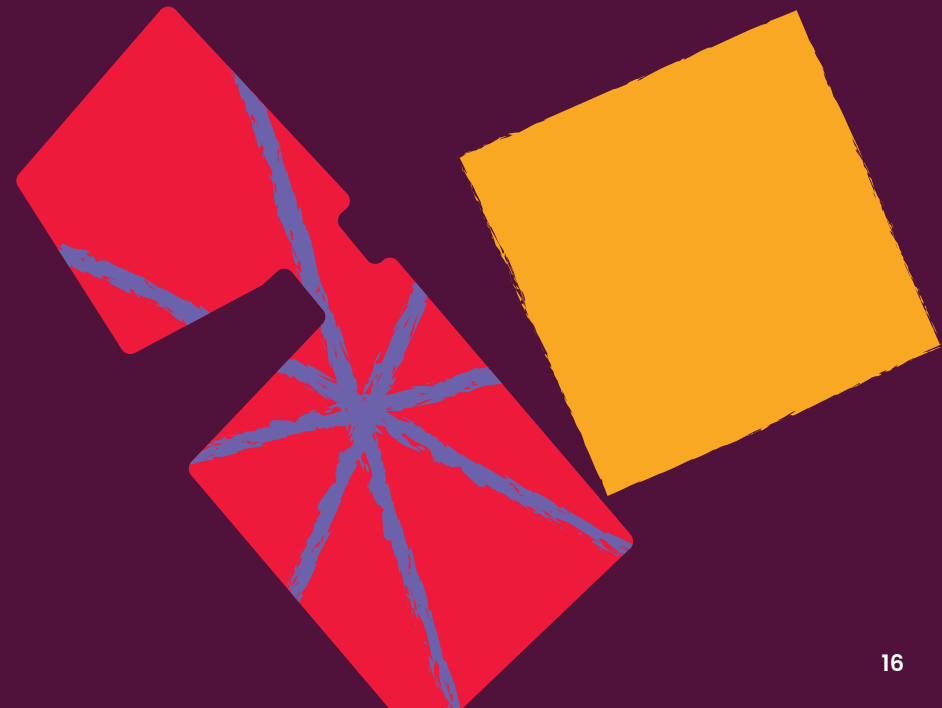
Building on this process, the Community Panel then discussed how the University's move could help make this version of Hobart come to life.

This discussion identified a range of aspects which Community Panel members felt needed to be considered by the University as it moves to the city, including:

- Student experience and connection
- Staff experience and connection
- Community experience and connection
- Sustainability and greening
- Public and active transport
- Civic and community spaces
- Access
- Future proofing through planning and design
- University identity
- Communication and engagement
- Diversity and inclusion
- Employment and business opportunities.

“

The Community Panel then discussed how the University's move could help make these visions come true.



The six big themes

Six themes were uncovered during the initial sessions that the Community Panel identified as most important to their discussions.

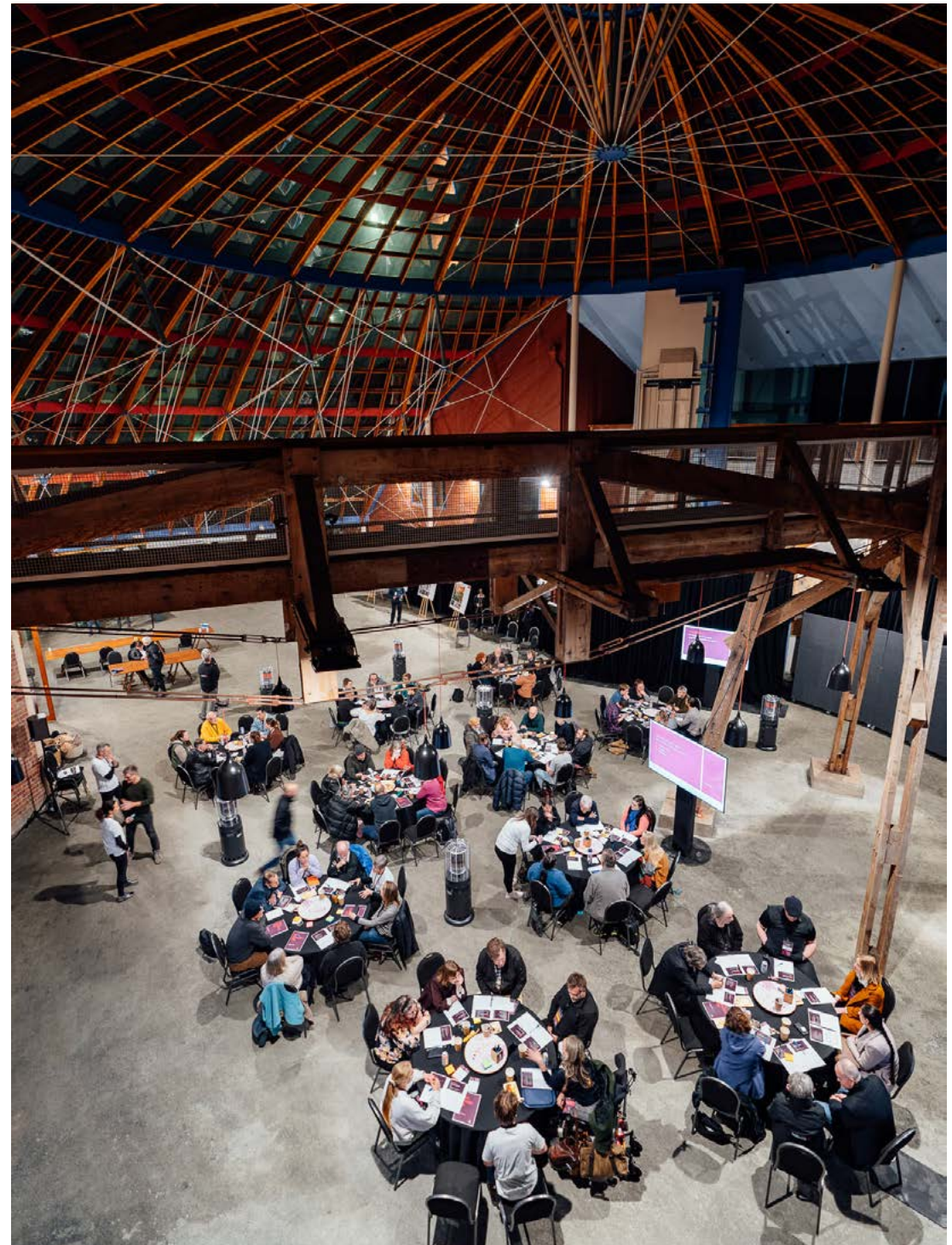
These themes were:

- 1 Student experience and connection
- 2 Staff experience and connection
- 3 Access
- 4 Communication and engagement
- 5 Public and active transport
- 6 Sustainability and greening

Draft descriptions were then written, which sought to capture what the Community Panel had identified as important in previous discussions and to provide an understanding of what the theme areas were about for deeper exploration in the future.

The draft theme descriptions were distributed to Community Panel members and were tested and validated at online workshop sessions.

Find out more detail about each of the themes [here](#).





Mental health and wellbeing of students can be supported through incorporation of green spaces, as well as creating connections between students...



THEME ONE:

Student experience and connection – Online discussion key points:

- It was agreed that thinking should be applied to how the planning, design and operation of the campus can facilitate great interactions between different faculties, groups and societies. After all, the University is what it is because of the students.
- Mental health and wellbeing of students can be supported through incorporation of green spaces, as well as creating connections between students and providing support to students. Having access to staff, including teachers and tutors, is vital. This includes face-to-face opportunities, not just online.
- There's also a clear desire from students for flexible studying arrangements, which will enable students to maintain their jobs while at Uni.
- The overarching approach to the Master Plan needs to ensure that the planning, design and operation of the campus is not transactional. Universities are places of critical thinking and learning. Realising that one's life is bigger than oneself is an important part of the experience.

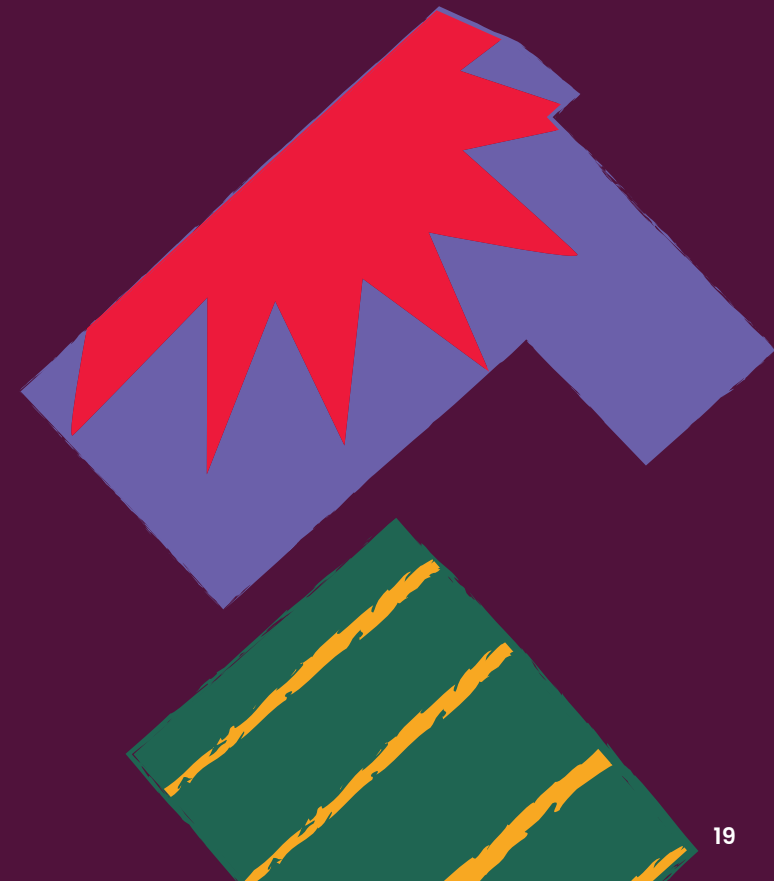
THEME TWO:

**Staff experience and connection –
Online discussion key points:**

- A unique value the move presents is the University's increased proximity to the city and the connections this enables with industry and community.
- The master planning process is a great opportunity to boost staff engagement and connection by providing ways for staff to engage with, be listened to, and have their views welcomed by the planners leading the process.
- So far, there's a feeling that staff have had opportunities to engage, but some have chosen not to. The media has been one-sided, and this needs to be rectified.
- Staff want to feel valued by the effort that has gone into the design of the spaces where they'll be working.

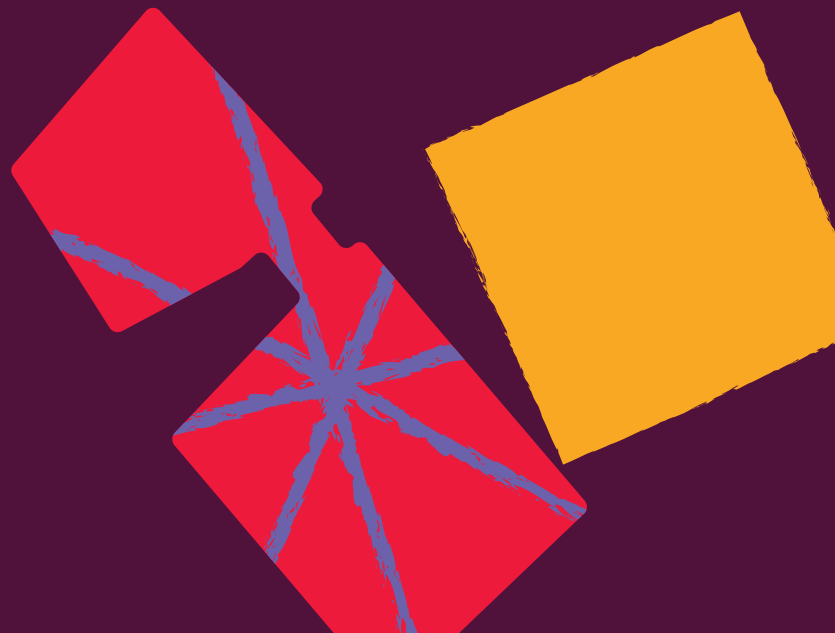
“

So far, there's a feeling that staff have had opportunities to engage, but some have chosen not to.



“

...it's not just physical access that needs to be considered. For example, things like the student experience of campus life, a sense of belonging, meaning, spirituality and more.



THEME THREE:

Access –

Online discussion key points:

- All students, including non-traditional ones, need to feel welcome at the city campus. They need to feel a sense of belonging and that University is for them.
- Access to learning online is fantastic when it's necessary, such as for people who are unwell or live far away.
- Access to intangibles is also key – it's not just physical access that needs to be considered. For example, things like the student experience of campus life, a sense of belonging, meaning, spirituality and more.
- Health care facilities are critical. The extra population of staff and students will place increased pressure on city health services, and this needs to be considered.
- Timetabling will impact how groups of people move to, from and through the city from key buildings, and at what time. This needs to take all kinds of accessibility into account, not just able-bodied students, for example.

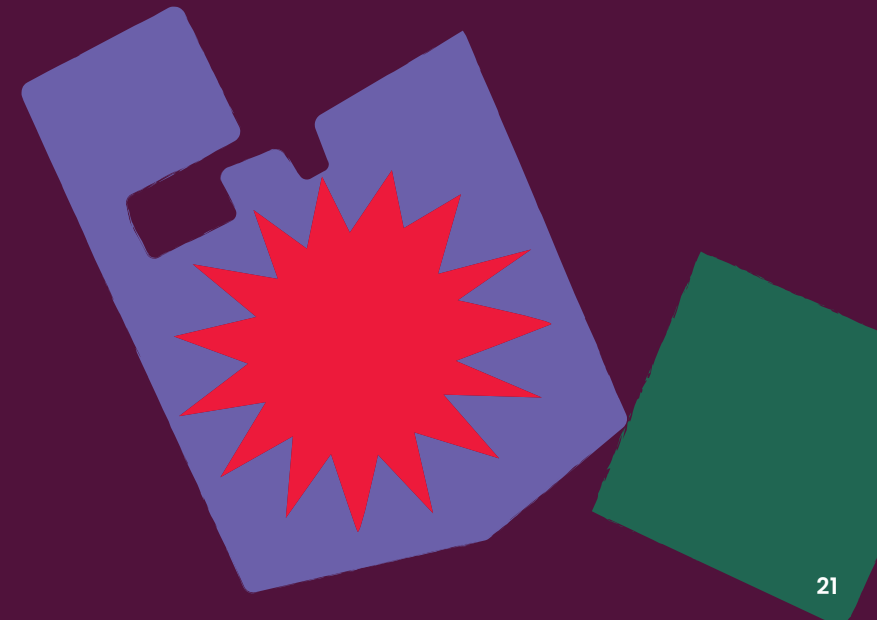
THEME FOUR:

Communication and engagement – Online discussion key points:

- The narrative around the move needs to change from focusing on the past. Instead, it must look to the future.
- The University desperately needs more factual reporting in the media about what it is doing.
- There is a need to have planners and designers engaging with stakeholders in the process, right now.
- There needs to be a clear statement from the University that acknowledges what has gone before and explain why the decision has been made to move to the city. People don't feel they have had a clear and truthful explanation about how the University has got to this point.

“

Key stakeholders in this process are staff and students who must have the opportunity for input to the process to identify their needs.





There needs to be a consideration of how to incentivise the use of public and active transport.



THEME FIVE:

Public and active transport – Online discussion key points:

- The idea of public transport is that it's 'hub and spoke', (travel is to/from the city). This needs to be challenged. For example, it's easier to add a new stop to an existing route than to create new routes.
- There's also a desire to see a combination of travel modes facilitated, such as driving to a bus stop, park and catch bus, or ride bike to bus and catch bus, as well as many other options.
- There needs to be a consideration of how to incentivise the use of public and active transport
- The current footpaths in the city are narrow and will be under pressure as larger groups of students move around the city with the general public. Extra foot traffic will add pressure to footpaths which are already narrow and in poor condition, and also experience other demands for space from scooters and street furniture.

THEME SIX:

Sustainability and greening – Online discussion key points:

- This theme provides a tangible way for the University to showcase its identity and values.
- The University needs to be careful about using techniques to bring green into the campus at the expense of other sustainability measures. For example, green walls can be very water hungry.
- They should apply a sustainability lens to everything the University does, such as when a new course is offered, changes in operations, building design and more.
- There's a desire to be cutting edge now so that we are still leading by example in 50 years' time. This is an opportunity for the University to lead by example in terms of sustainable design and operations.

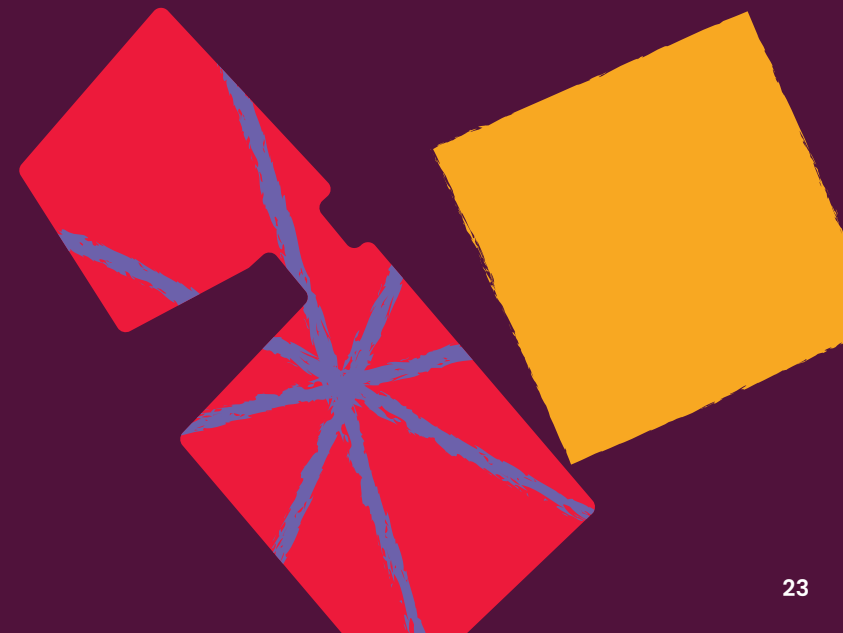
At these online sessions Community Panel members also discussed how the theme areas could be responded to through the University's master planning process. Community Panel members were invited to consider what additional information or data they needed to help think about their theme area or experts they would like to hear from at a future session to help with deliberations.

Following the online theme-based workshops, the theme descriptions were refined and finalised.

For more detail about what the Community Panel discussed at these online workshops and to read the final theme descriptions, view the full summary report [here](#).

“

This is an opportunity for the University to lead by example in terms of sustainable design and operations.



Session three: Site visits and discussions with experts

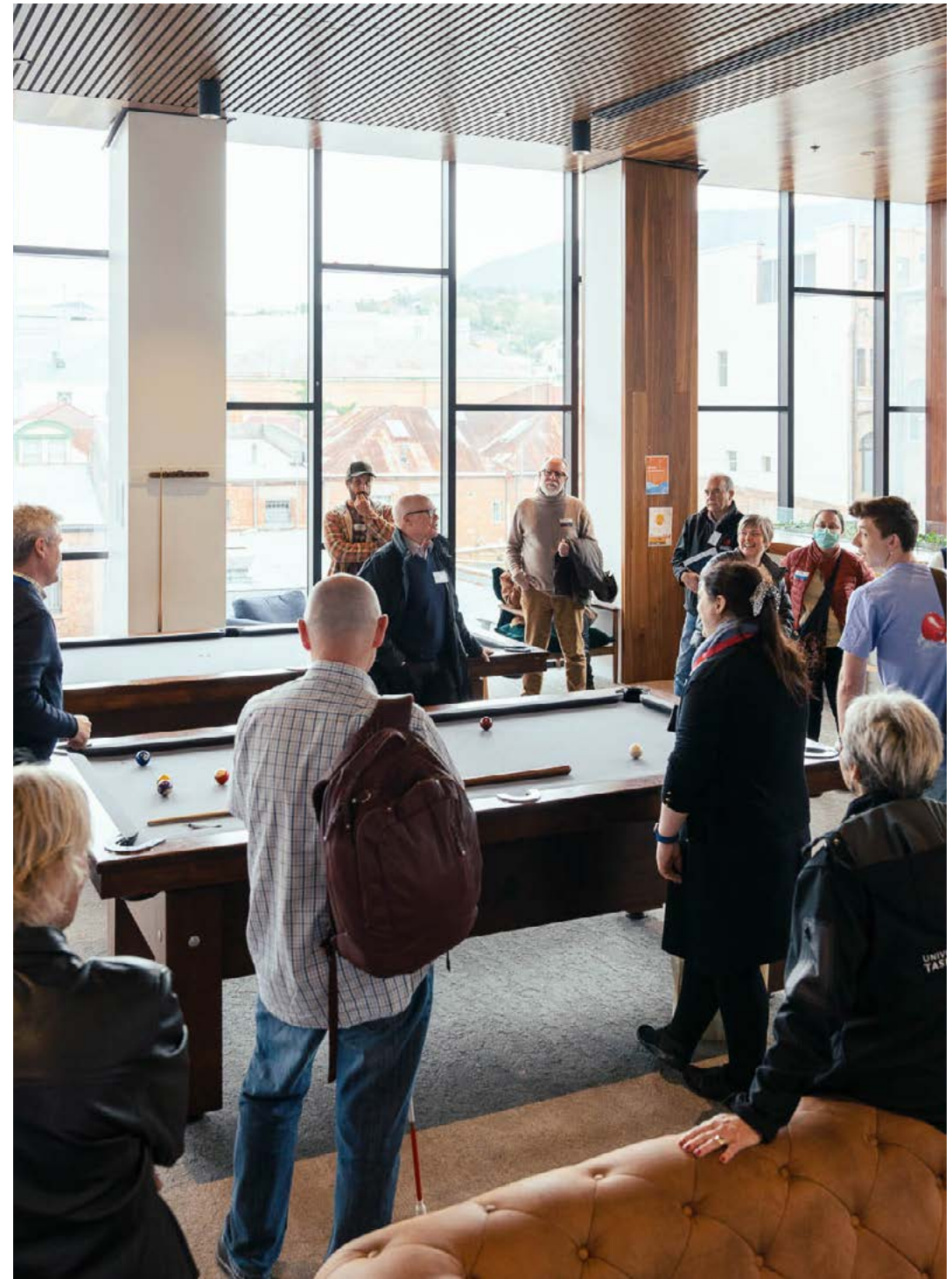
In response to requests from a number of Community Panel members, site tours of some of the University's current and future campus facilities were undertaken. These site tours enabled Community Panel members to see inside student accommodation buildings and teaching facilities as well as view locations for future facilities, such as the campus heart.

The site tours provided the opportunity for informal discussion between University staff, invited experts and Community Panel members as they moved around the city. At the conclusion of the site tours there was also the opportunity to speak with experts from each theme area and ask questions and discuss opportunities for the future master planning process.



**That was the highlight
for me, seeing the
facilities already
in Hobart.**

KEITH, LOCAL RESIDENT





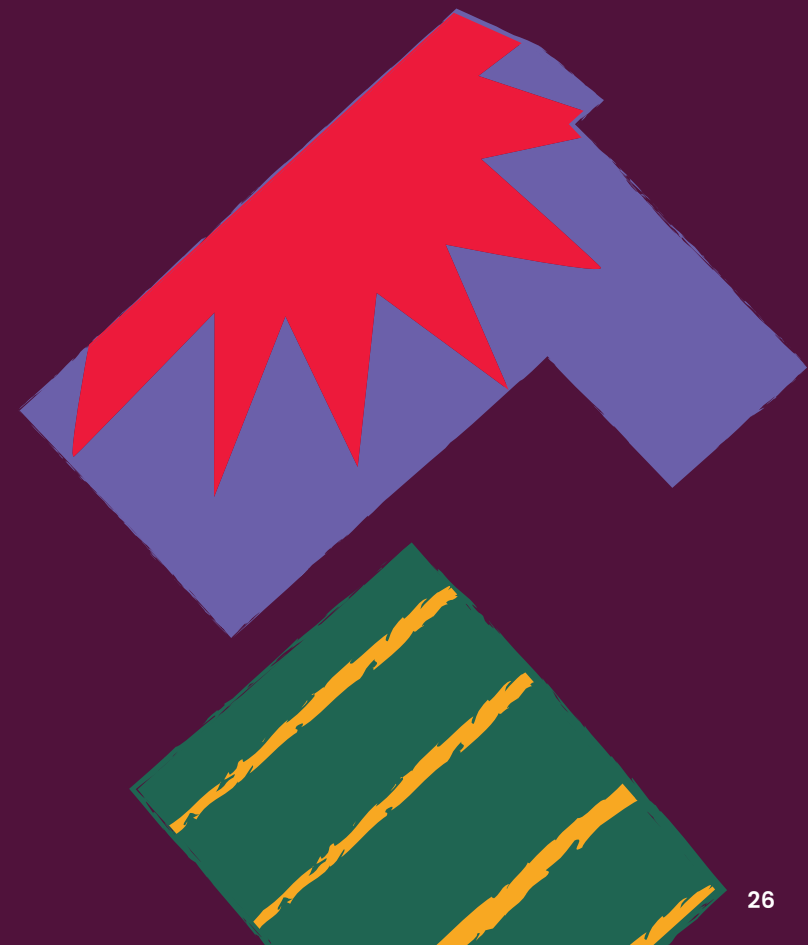
The fourth session

The work of the Community Panel culminated in session four, where the members came together in theme-based groups. The objectives of this session were to:

- Delve deeper into the six themes identified by the Community Panel
- Identify a vision statement for each theme
- Identify tangible actions that would deliver on each theme's vision
- Reflect on whether the visions and tangible actions developed by the group would make the Uni's move to the city a good one and align (or not) with the Community Panel's vision for the future discussed at the start of The Shake Up process.

This work provides a clear indication of where the community feels effort should be placed by the University to make sure its move works. This doesn't mean that these are the only things the University should focus on; rather, it's a reflection of what is important to the community at this point in time.

**The panel developed
a vision for each theme
and identified what they're
looking to achieve.**



THEME ONE:

Student experience and connection

VISION

All students can thrive and achieve their best learning outcomes within a vibrant community.

Student experience and connection is about providing **world-class education within a supported, inclusive and fun environment**.

It's about making the University **a place that future students choose**. We need to give the University a world-renowned reputation and capitalise on the opportunities the city brings including connection to industry, hospitality, retail, public transport and active transport, as well as sightlines to the

mountain and river. By building a 'sense of place' all the way down to the smell of the campus, students can feel like an integrated part of the University community.

Students want **a student focused campus heart**, services and facilities that meet their needs, passionate and accessible teachers, a safe environment and a fulfilling overall University experience.



THEME TWO:

Staff experience and connection

VISION

Staff are actively engaged in developing unique facilities that attract, retain and value high quality staff and supports them to make a difference to Tasmania and the world.

Staff are a central pillar of the University. They are long term stakeholders that make or break the University's reputation and experience.

Happy, engaged, valued and supported staff are able to provide excellence in teaching, research and University administration. Providing vibrant culture, spaces and facilities, job stability and fair remuneration attracts and retains high quality staff. **In turn, high quality staff provide exceptional learning experiences for students, solve problems and make the world a better place.**

Staff have deep experience and skills that can inform the move.

Engaging staff and providing scope for staff to influence move outcomes will result in a City Campus with user-centred design that can support world class teaching and research. Merging local knowledge and ways of working with international best practice is likely to result in the best outcomes for the move.



THEME THREE:

Communications and engagement

VISION

Through communications and engagement, create and maintain a social licence for the move and city campus.

Stellar communication and engagement with all members of the community including students, staff, Aboriginal and Torres Strait Islander peoples, people with a disability, and culturally and linguistically diverse communities is **essential to creating and maintaining a social licence** for both the move and ongoing University operations.

Through an active and transparent communications strategy, the University can achieve stakeholder confidence in the institution, positive media coverage and a clear social licence. **Good communication and engagement can stimulate the community to work with rather than against the University.**

The community needs to better understand the reasons behind the move and what the University will bring to the city and its students through the move. **Giving the community easy access to clear, comprehensive, and honest information** that communicates the purpose and needs of the University will be central to the communications strategy.



THEME FOUR:

Sustainability and greening

VISION

Connection to our roots through rewilding and regeneration within the city as a leading climate positive University.

From **linking kunanyi to the Derwent through a wildlife corridor to reconnecting people to their environment**, connection is a vital element of sustainability and greening. We need to connect to our cultural, community and environmental roots to re-establish a sense of place and increase respect and understanding of our environment.

The University's move into the city provides the opportunity to **rewild Hobart, enhance biodiversity and regenerate community**, environmental and economic values.

It also presents **an opportunity to become a world-leading University in responding to climate change**. Promoting a circular economy, generating and using renewable energy, increasing energy efficiency, using sustainable transport, building low carbon buildings and running low carbon operations are some of the ways the University can become climate positive.

Being a green and sustainable University will benefit the wider Tasmanian community and all future generations.



THEME FIVE:

Access

VISION

Equitable and inclusive access, and opportunity to participate, in places, services and experiences for everyone.

Access is about providing the opportunity for all people to equally participate in all aspects of community life. Access applies to places, services and tangible and intangible experiences, and needs to go far beyond basic legislative requirements.

The University can make its City Campus accessible in the following ways:

- **Physical accessibility:** eg, ramps into buildings with stairs, or removing stairs all together
- **Financial accessibility:** eg, low cost and high availability of public transport and parking
- **Convenience:** eg, co-locating shops and services within or near the campus reduce the need for multiple stops

- **Availability of something as well as when, where, or how it is offered:** eg, providing diverse options for the mode (online vs face-to-face) or timing of classes to suit different schedules
- **Perceptions of safety:** eg, providing well lit, open spaces
- **Socio-demographic characteristics:** eg, encouraging and supporting low socio-economic and minority communities to attend University.

By providing safe, supportive, flexible, equitable and inclusive places, services and facilities, the University can be a place that is equally accessible to all.



THEME SIX:

Public and active transport

VISION

Enable movement that creates connection between people and places in easy, inclusive and joyful ways.

Improved sustainable and active transport will keep everyone moving to and between campuses in an easy, time-efficient, multimodal, affordable and sustainable way.

The University has the opportunity to champion, advocate for and **be a part of cutting-edge public and active transport that improves the city's entire transport system**. This may include a free loop bus, light rail, cycling, scooters and walkways – providing choice is key. Technology such as real time apps will help to improve the user

experience. Prioritising those people with the highest needs will ensure public and active transport is accessible for all.

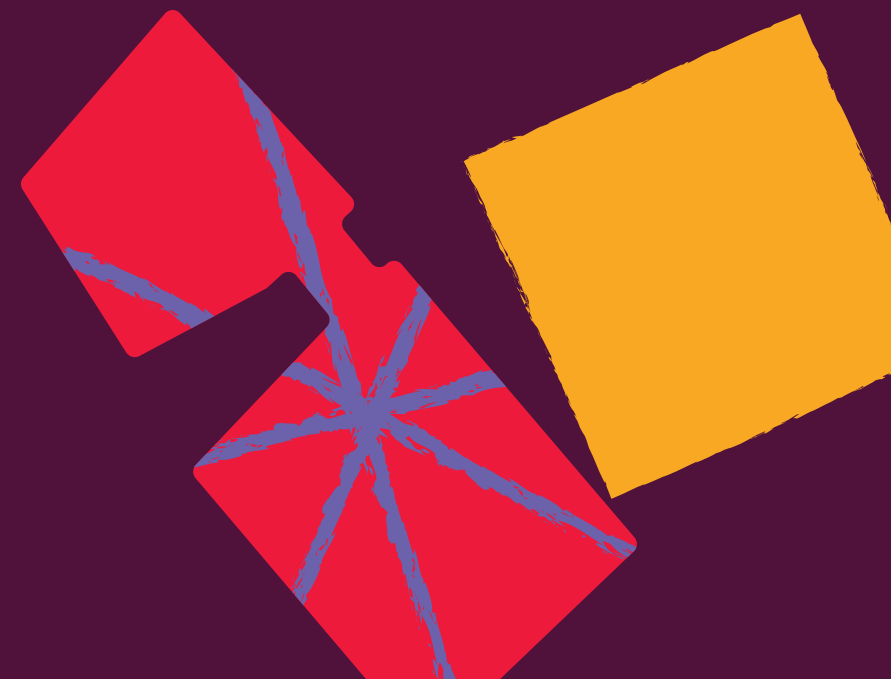
The city move provides an opportunity to go beyond the basics – we can make transport a joyful experience that can become the highlight of someone's day. Through a focus on aesthetics, innovative design and accessibility, public and active transport can become a desirable choice for more Tasmanians.



Tangible actions

For each vision statement, a range of tangible actions were identified by the Community Panel which members felt would help deliver their theme's vision.

Panel Members were then asked to indicate support for their top three actions from across all theme areas.



The key actions by priority are:

1. Delivering fit for purpose learning and teaching facilities which provide:

- Mixed delivery models (eg. face-to-face and remote/online)
- Access to teachers
- Hubs and facilities in close proximity
- Opportunity for cross-disciplinary study.

2. Co-designing the campus using a user-centred approach involving:

- Staff
- Current students and future/school aged students
- People with lived experience of different needs, including disability, parenthood, cultural and religious diversity.

3. Formally include the efforts staff contribute to designing the new University into their workloads.

4. Adopting zero waste policies and behaviour change with a circular economy approach.

5. Delivering a built environment that focuses on sustainable outcomes.

6. Creating a multi-layered, biodiverse corridor that connects kunanyi, the city, the Domain and waterways.

7. Engage with grade 10/11/12 students in regional areas to promote and inspire a pathway to University built on a sense of belonging, participation and cultural safety for all.

8. Creating a vibrant campus culture and sense of identity.

For more detail about what the Community Panel identified at session 4 view the full summary report [here](#).



The Community Panel has identified a range of other aspects that are important to the community that are not currently reflected in the Urban Design Framework.



Conclusions and next steps

The work done by the Community Panel provides an up-to-date reflection of where the community's thoughts and feelings currently lie. It also provides the opportunity for the University to reflect on and refine the current Urban Design Framework for the city campus in light of this information and inform the next iteration of its master planning process.

Although there is alignment between the vision statements and tangible actions identified by the Community Panel and the principles and strategies in the Urban Design Framework, the Community Panel has identified a range of other aspects that are important to the community that are not currently reflected in the Urban Design Framework.

Many of these new actions speak to the process that the University deploys to undertake the move to the city and the University's ongoing operation and focus on:

- Communication and engagement
- Creating the desired student and staff experience which, in turn, supports a vibrant campus culture and sense of identity

A clear message from the Community Panel was the need for the University to change the way it communicates and engages with the community. Community Panel members spoke about the need for honest, open and transparent communication from the University about what is happening when and the reasons why. There is a strong desire for consistent and regular information from the University.

Conclusions and next steps

A key challenge that Community Panel members identified, however, is an absence of trust. Key information sources such as the University's website are not seen as accurate or truthful sources of information by many in the community.

A range of actions were identified by the Community Panel for the Communications and Engagement theme area which provide insight about how the University can rebuild this trust by engaging more effectively with the community moving forward.

Another clear message from the Community Panel was about the importance of ongoing engagement between the community and the University, its master planners and designers, as well the facilitation of the community's contribution to the master planning process and ongoing operations of the University. In particular, Community Panel members emphasised the importance of engagement to occur with staff and students to ensure that the University delivers facilities and services that are fit for purpose and suitable for the end users as well as to support the creation of the desired University campus culture and student and staff experiences. Again, a range of actions were identified by the Community Panel under the Student Experience and Connection and Staff Experience and Connection themes that speak to how to work together with staff and students and create the campus culture people are looking for.

The following key directions were provided by The20 for consideration by the University based on the information and insights generated via The Shake Up Community Panel:

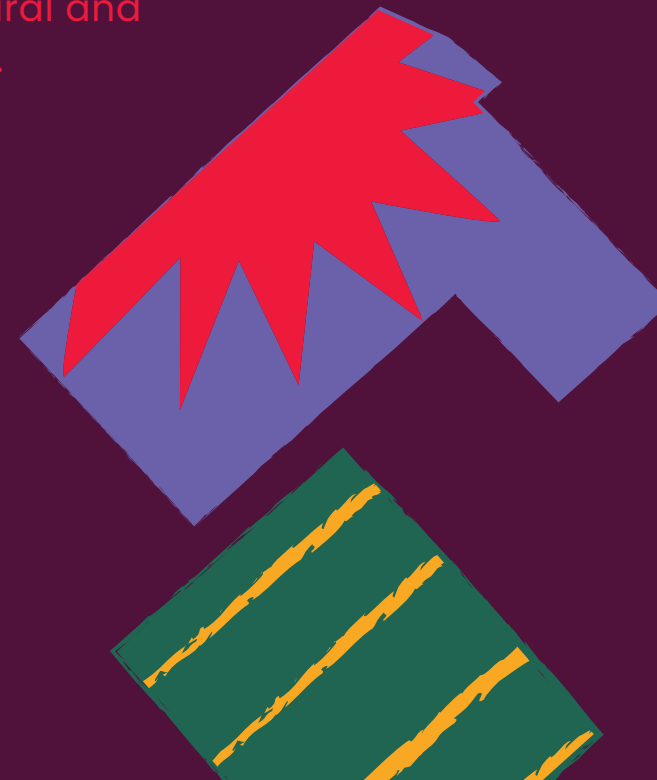
1. Key leaders at the University and those involved with the Southern Transformation project (including consultants) to reflect on the findings documented in this report and the session summary reports developed throughout The Shake Up Community Panel process to:
 - a. Understand the community's perspective and aspirations
 - b. Identify opportunities for improvement/change/action more broadly at the University, for the Southern Transformation project and the city campus Urban Design Framework and master planning process
2. Undertake a review of the way in which the University engages about its activities in relation to the move and:
 - a. Consider opportunities to implement the tangible actions identified by the Community Panel under the Communications and Engagement theme area to help rebuild trust
 - b. Develop a Community Communications and Engagement Strategy
 - c. Enhance and resource the existing communications and engagement 'scaffolding' that will support the implementation of the Community Communications and Engagement Strategy (eg website, stakeholder management system, key contact point etc)

Conclusions and next steps

3. Develop a road map for a co-design process that engages staff, students and people with lived experience of different needs, including disability, parenthood, cultural and religious diversity:
 - a. In the next phase of master planning to draw on their expertise and experience as end users
 - b. To understand and develop the desired campus culture and experience
4. Present the next iteration of the Draft Master Plan for the city campus and campus heart to the current Community Panel and undertake a facilitated critique with Panel Members to identify how the next iteration meets expectations and aspirations (or not).
5. Identify ways to harness the energy and capacity of current The Shake Up Community Panel members who want to stay engaged and continue the conversation about the University's move to the city.

“

Develop a road map for a co-design process that engages staff, students and people with lived experience of different needs, including disability, parenthood, cultural and religious diversity.

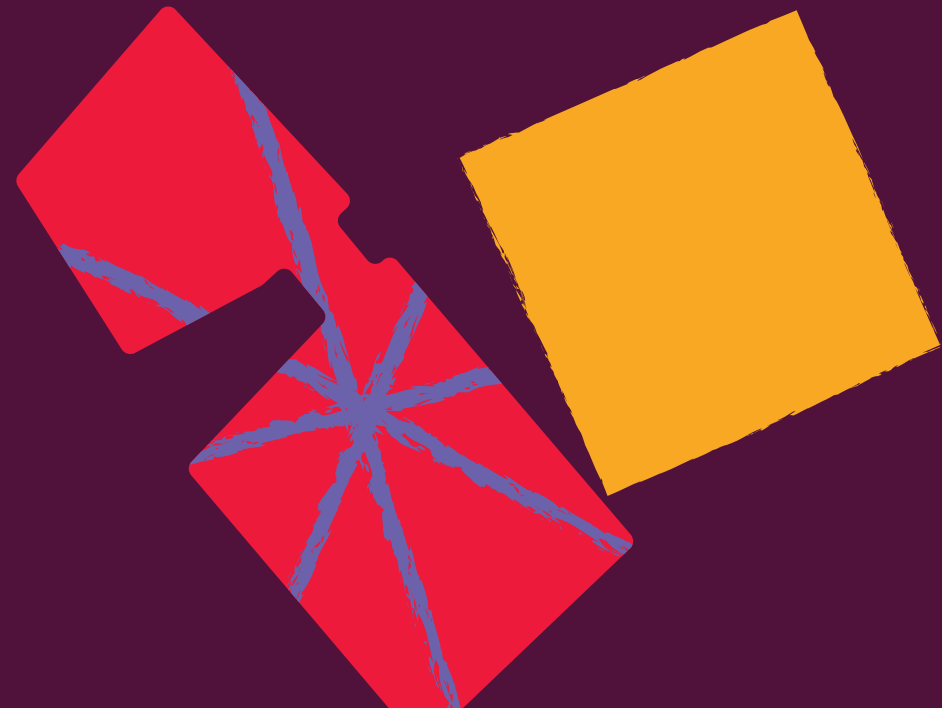


A final thought

We've already heard from the Uni that they're committed to making their move into the city work for the many, not the few. We're excited to see how they'll refine this move by taking on the information generated by The Shake Up Community Panel, and use it to put the students, future students and staff of The University at the heart of their plans — and, of course, the whole Tasmanian community.

We thank our Shake Up Community Panellists for their time and contributions to this process, who have generated such valuable insights into how we can make the Uni's move to the City the best it can be.

The team at The20



The Shake Up

Community Panel
Report 2022